



Trent Young's CE School
Curriculum information
Fox Class
Autumn 1 2024

Dear Parents/Guardians,

Welcome to Fox Class 2024-2025! We hope that you had an exhilarating but also relaxing summer break. We are happy to be welcoming the children back for a new academic year in Fox Class.

In Year 4 and 5, we have higher expectations of the children including becoming more independent and responsible for their own learning and organisation. They must come to school ready to learn every day by bringing in the following appropriate equipment: reading diary and book, a healthy snack, named water bottle and lunchbox (unless having a hot meal), named waterproof coat and suitable, named school uniform and PE kit. For PE, will we try to go out in all weathers, so please ensure your child has a warm PE hoodie and jogging bottoms.

All homework and spellings will be set on Teams this year. Your child will have been added to a new 'Fox Class 2024-2025' Teams group. If you have any issues logging in or finding this, please contact me. Please continue reading below for more information on homework and spelling expectations. Your child will be using their Teams account a lot inside and out of school so it is important that they know their login and password, or have it recorded in their reading diary. We will also be using Mathletics and TT Rockstars daily.

We have an excellent and intriguing curriculum ahead of us this half term. We will complete a local historic study on why King Charles II hid in Trent twice, including investigating reasons why he had to hide, based on historical sources of evidence. In art, children will become illustrators by designing and drawing comic strips, based on classic poetry, to tell a story. DT will give children the opportunity to design, make and test slingshot cars, focusing on forces to support their creations! On a more serious note, the children will also have online safety sessions in Computing whilst learning about networking, including how the internet works. As children become older and more curious about the wider world, it is crucial that we make them aware of the possible risks of being online and support them with how to respond to possible dangerous scenarios.

Excitingly, Year 4 will be going to Salisbury Cathedral in October for an annual DSAT iSing Pop concert - we will begin practising songs and dances for this very soon! Be prepared for non-stop singing at home!

Finally, we would like to thank you in anticipation of your support over this academic year. If you have any questions, please always speak to us or email fox@trentyounqs.dsat.org.uk

Kind regards,

Miss Jagla and Mrs Harvey

Additional Information

- Home learning and spellings will be set weekly, via Teams. All reading should be recorded your child's reading diary. When we listen to your child read at school, we will record this in their reading diary also.
- Please ensure all uniform, including PE kit is named. Whilst our PE days are **Monday** and **Thursday**, PE kit should be in school every day. In addition to this, children will also need their trainers in school every day to allow them to complete our daily mile.
- Please encourage your child to reduce the number of belongings that they bring to school. The children only need their reading diary/book, and lunch/drink on a daily basis.

Home Learning

	Maths Children will receive maths home learning on a Wednesday, and this should be handed in by the following Monday. This will focus on a mixture of maths including Mathletics tasks, TTRockstars and teacher-made activities. This learning should take no longer than 15 minutes. Individual extra tasks may be given from time to time to reinforce learning in class. Times tables should be practised on a daily basis to ensure complete fluency. They can practise by completing Soundcheck games on TT Rockstars.
	English Children will receive English home learning on a Friday, and this should be handed in by the following Wednesday. This will focus on a mixture of grammar and sentence-level work. This work should take no longer than 15 minutes.
	Spelling Your child will be given a new rule to learn every Monday. Details of the rule or pattern to be learnt, together with examples of words, will be uploaded onto Teams as an assignment on this day. Your child will be tested on some of the words in the list on Friday, and also other words that use the same pattern to ensure that children are learning to apply what they have learnt. It is very helpful to spot words that fit the week's rule or pattern with your child and discuss these, for example where the tricky parts might be.
	Reading Reading books and reading diaries should be brought to school and taken home every day. All reading should be recorded in their reading diary, and we expect to see a minimum of four reading sessions at home every week to receive team points. Ideally, we like to see children reading aloud to an adult at least once a week; please can an adult sign their children's reading diaries. Reading can be from a range of texts (e.g. comics, school reading book, newspapers, online). Reading records are checked on Mondays.

Curriculum Coverage

Maths	Each year group will be taught separately within maths lessons to ensure coverage of age-appropriate objectives and skills.	
	Year 4	Year 5
	<u>Number and place value</u> - count in multiples of 6, 7, 9, 25 and 1,000 - find 1,000 more or less than a given number - count backwards through 0 to include negative numbers - recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) - order and compare numbers beyond 1,000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1,000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value <u>Addition and Subtraction</u> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	<u>Number and place value</u> - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical problems that involve all of the above - read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and Subtraction</u> - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - add and subtract numbers mentally with increasingly large numbers - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <u>Multiplication and Division</u> - identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19

You can help your child by...

- ★ Asking them to identify what each number represents in 4-6 digit numbers.
- ★ Adding and subtracting 4 and 5-digit numbers together in real-life e.g., money or weights.
- ★ Practice rounding 4 and 5-digit numbers to the nearest 10, 100 or 1,000.
- ★ Spend time to learn and practice ALL of their times tables (up to 12x12) on Times Table Rockstars.

This half term we will focus our English work around two different texts: *The Caravan*, by Pie Corbett, which is a suspenseful, warning first-person recount; and *Chocolate Cake*, by Michael Rosen, which is a humorous picture book.

Through each genre, we will look at the different text type features and consider how we can incorporate them into our writing. We will also look at sentence structure, remembering to punctuate correctly using a range of punctuation, and the use of language to describe and add information. Legible and joined handwriting at a good speed is essential by the end of Year 5. Once children prove that they can consistently write legibly and joined, they may receive a handwriting pen!

Through this, each year group will focus on the following areas:

Year 4	Year 5
<i>The Caravan</i>, Pie Corbett: - Use a wider range of co-ordinating conjunctions to combine simple sentences - To give more detail about what a character is doing while speaking. - Know that a reporting clause is a clause which indicates that you are talking about what someone said or thought - Mix short and long sentences to change, accelerate or show pace for reader. - Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. - To use other punctuation to indicate direct (reported) speech. - To use a comma to separate the reporting clause. - Follow chronological order using temporal conjunctions, adverbs and adverbial phrases are common (then, next, first, afterwards, just before that, at last, meanwhile). <i>Chocolate Cake</i>, Michael Rosen (narrative): - To use a wider range of subordinate conjunctions, e.g. although, as, since. - To use subordinate clauses at the start and end of sentences. - Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. - To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. - To know that 'the', 'a' and 'an' are determiners. - To know that a determiner comes before a noun or an adjective (within a noun phrase). - To use a comma after a subordinate clause if it comes at the start of a sentence <i>Chocolate Cake</i> recipe (explanation text): - To know that explanations explain processes or how something works - To use phrases linked to subordination, e.g. so that, even though. - To use subordinate clauses at the start and end of sentences. - To use fronted adverbials to give more detail or link ideas across paragraphs. - To use a comma to mark fronted adverbials. - To use a comma after a subordinate clause if it comes at the start of a sentence	<i>The Caravan</i>, Pie Corbett: - Use a wider range of co-ordinating conjunctions to create multi-clause sentences - Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby, and number e.g. secondly - To know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch, - To use correct punctuation and text structure when adding the listener's reaction to direct speech. - Use techniques and vocabulary choices for effect or emphasis e.g. personification, technical vocabulary and imagery linked to senses. <i>Chocolate Cake</i>, Michael Rosen (narrative): - A narrative may include changes in chronology by not telling the events in order (time shifts, flashbacks, backtracking). - To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). - To know that a relative clause is a type of subordinate clause. - To use relative clauses both at the end of sentences and embedded within. - To know that commas are used to show where a relative clause starts and ends. <i>Chocolate Cake</i> recipe (explanation text): - To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining. - To ensure the consistent and correct use of tense throughout a piece of writing. - Edit sentences to remove unnecessary detail - Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby, and number e.g. secondly - To convert nouns or adjectives to verbs using suffixes. - To indicate degrees of possibility with adverbs and modal verbs. - Use techniques and vocabulary choices for effect or emphasis e.g. personification, technical vocabulary, and imagery linked to senses.

	<i>You can help your child by...</i> ★ <i>Practising their weekly spellings with a focus on neat, joined handwriting</i> ★ <i>Describing locations</i>
	Much of our guided reading this year will be based around class books. The first book that we will share will be Charlotte's Web, by E.B. White. <i>You can help your child by purchasing the book for them so they have their own copy to access at school and home.</i>
Science	The Year 4s Science unit this half term is 'Changing State'. We will begin by learning about the three main states of matter: solids, liquids and gas and will then conduct investigations to see how the states of matter can be interchangeable (such as through melting and freezing). At the end of the unit, we will study the water cycle and how evaporation and condensation occurs here. <i>You can help your child by... comparing everyday materials and their properties in your home.</i> The Year 5s Science unit this half term is 'Forces'. We will be learning about and exploring the impact different forces have upon objects, including gravity, air and water resistance, and friction. We will also discover and learn about the important scientists: Isaac Newton and Galileo Galilee! <i>You can help your child by... doing some research into why Isaac Newton and Galileo Galilee became such famous, important scientists, or by creating your own mini parachute to test the forces of gravity and air resistance upon it!</i>
History	Each half-term, our learning will alternate between history and geography to allow us to fully explore the area of learning we are focusing on. This half-term, we will focus on history with the key question: Why did King Charles II hide in Trent Manor twice? The children will begin by learning about the monarchy, especially the Stuarts. They will analyse portraits of past monarchs including Elizabeth I, Charles I and Charles II. The children will begin to describe who Charles II was and link it with the only English Civil War. They will learn why England had the civil war and will be introduced to Royalists and Parliamentarians. They will recognise that Charles II lost the Battle of Worcester and had to escape the country: this is when and why he had to hide in Trent Manor twice! The children will also walk the Monarch's Way to Trent Manor to gain a real-life experience into where Charles II travelled and stayed. The children will become true historians by observing and analysing images of Charles II on the run, figuring out how he did it without being caught, and find out who helped him. By the end of this unit, the children will be able to answer the key question by using secondary sources of evidence to back up their reasons. <i>You can help your child by...</i> ★ <i>exploring Monarch's Way in Trent on a map</i> ★ <i>researching who Oliver Cromwell was and why we remember him</i>
Art and Design	During each half-term this year, we will endeavour to learn about a different area of art and design whilst embedding previously learned skills within the new context. The first area that we will explore this year is Storytelling through Drawing. The children will begin by exploring the work of artists who tell stories through imagery, such as illustration: Laura Carlin & Shaun Tan. They will be inspired by such artists to then use line, shape and colour to record ideas based on a piece of poetry. Once they have generated ideas, the children will illustrate a narrative, which contains sequenced images, by using composition, sequencing and mark making in drawings.

RE	To start our RE work this year, we will learn about 'People of God' within Christianity. Through this, we will begin by exploring the role that Moses holds within the Bible and how his actions saved slaves in Egypt. To further this work, we will also consider why he carried out these actions and what we can learn about freedom and justice from his actions. This work will then focus on the Ten Commandments as we think about their role both in the past and in the present day. To add further context to this, we will learn about the role of Christian charities and prominent figures such as Malala Yousafzai and Archbishop Desmond Tutu.
Computing	To start this year, we will build upon Computer Systems and Networks as we learn about the internet. Children will apply their knowledge and understanding of networks to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will get opportunities to explore it for themselves in order to learn about who owns content and what they can access, add and create. Finally, they will evaluate online content to decide how honest, accurate or reliable it is and understand the consequences of false information.
PE	Each half-term, we learn two different PE units. In Autumn 1, Fox Class will focus on Olympic Dance and Netball. In Olympic Dance the children will: • Move with control and fluency when showing a variety of uses of space • Perform at a variety of levels when performing and use all of the space • Dance in canon and unison with a group, showing good energy and timing • Vary the use of formations when performing, showing precision, control and fluency • In Netball the children will: • Pass a ball with precision and control • Perform a stop and pivot when receiving a ball with control • Dodge into a space and receive a ball • Mark a player, stop them getting the ball and attempt to intercept the pass • Flick my wrist and wave goodbye to the ball when I shoot • React quickly, keeping on my toes • React to snatch the ball in a 'toss up'
DT	Our DT work this term will focus on mechanical systems, including making a slingshot car! The children will become familiar with forces, including air resistance to design and then make a slingshot car. Children will be able to become successful in the following areas: • Independently produce an accurate, functioning car chassis • Designing a shape suitable for the product demanded, including reducing air resistance • Producing panels that will fit the chassis and can be assembled effectively using the tabs they designed • Constructing car bodies effectively • Conducting a trial accurately and draw conclusions and improvements from results
PSHE	This half-term, our focus in PSHE will be 'Me and My Relationships' with a focus on feelings; friendship skills, such as compromising and assertive skills. The children will be successful in learning about and practising the following: • Being assertive to keep myself healthy and safe • Using strategies to resolve arguments or disagreements • Reflecting on my behaviour, attitudes and qualities • Being aware of the warning signs that a relationship could be unhealthy • Managing emotional needs and risks to them • Responding to emotions according to the situation and person

French	French is taught by our French specialist, Madame Ferguson. Year 4: In French the emphasis is on speaking, listening, reading and writing as we continue to explore new language structures and sounds. Grammar will receive increasing focus in our written tasks as we identify the similarities and differences between English and French. We will build on prior knowledge to master French phonics and sounds, numbers, masculine and feminine nouns and adjectival agreements. We will find out about starting school in France and, later in the term, we will learn about Halloween and other celebrations. Year 5: In French we will use our speaking, listening, reading and writing to explore a variety of language structures. Grammar will receive increasing focus in our written tasks as we identify the similarities and differences between English and French. We will build on prior knowledge from Year 4, to learn about starting school in France, use numbers to tell the time, food and drink, as well as Halloween later in the term.
Music	In Year 4, the children will be focusing on the unit 'Rock and Roll'. Children will learn about the origin and features of rock and roll music, learning how to play the Hand Jive and Rock Around the Clock, looking at a walking bass line. Throughout the unit, they will learn the following: • the history of rock and roll music • perform the hand jive actions in sequence and in time with music • sing in tune and perform their actions in time • play the notes of the walking bass in the correct sequence • independently play their part with awareness of other performers In Year 5, the children will be focusing on the unit 'Looping and remixing'. Children will learn about how dance music is created, focusing particularly on the use of loops. Throughout the unit, they will learn the following: • play a simple looped rhythm from notation • create a piece of music using pre-written loops • play a melody line accurately and fluently • select a section of a tune and perform it as a loop • combine loops to create a remix
Collective Worship	Collective Worship is based on our vision 'Let your light shine' taken from Mathew 5:14-16, and our Christian Values, which are taken from Galatians 5: 22-23: " But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, and faithfulness. The Church of England's values of wisdom, hope, community and dignity are also explored and developed through our Worship. This half-term we are looking at wisdom under the theme 'knowing a God who helps us to be wis', with particular emphasis on joy, patience, self-control, faithfulness, gentleness and love. • Thankfulness - Luke 17:11-19 • The words of Jesus - Matthew 7:24-29 • Wisdom for life - Proverbs: 4.13, 19.27 • Wisdom for life - Proverbs 20.11, Matt 7. 16-20 • Harvest gifts - Deuteronomy 8:10 • What's in a name? (<i>Elohim; the names used to describe Jesus</i>) - Genesis 1:1-27 • What's in a name? (<i>El Roi; The God who sees everyone and everything</i>) - Genesis 16:13; Psalm 121: 3-8 • What's in a name? (<i>El Shaddi; God Almighty- for whom nothing is impossible</i>) - Genesis 15: 5 -7